

Continuous Improvement Planning Cycle

Combined Workbook for:

Phase 3 - *Plotting the Course*

- **Establishing Goals, Objectives, Strategies and Activities**

AND



Phase 4 – *Making District/School Improvement Continuous*

- **Progress Monitoring and Evaluation**





Comprehensive Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, and growth. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness

Horizon Goal - Gallatin County Middle School will focus on the creation of High-Quality Aligned Instructional Systems focusing on: Well Designed Curriculum Frameworks and effective Multi Tiered Systems of Support for the purpose of improving academic proficiency, encouraging continued growth, and enhancing climate and culture.

1: Proficiency Goal

Goal 1: Increase Proficiency in Reading from 56.4% to 64.3% and in Math from 40.7% to 51.5% by spring of 2025 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency in Reading from 30% to 35% and in Math from 21.6% to 25% by spring of 2022 as measured by state-required academic assessments.	Implement a systematic approach for designing and delivering instruction in order to ensure that all students understand learning intentions and are able to meet success criteria. (KCWP 2)	Teachers will collaborate weekly in content area PLCs and grade level team meetings to develop high quality learning targets/intentions that are aligned to state standards and develop success criteria which meet the requirements of the standards.	Walkthrough data Student Achievement	Walkthrough	None
				PLC Notes Team Meeting Notes	None

2: Separate Academic Indicator

Goal 2: Increase proficiency from 19.5% to 34.1% in Science, from 62.3% to 69.2% in Social Studies, and from 22.8% to 36.8% in Writing by spring of 2025 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase Proficiency in Science from 19.0% to 27%, in Social Studies from 62.3% to 65%, and in Writing from 55% to 60% by spring of 2022 as measured by state-required academic assessments.	Implement a systematic approach for the design and deployment of standards to ensure appropriate readjustment of the curriculum, content, and pacing in order to meet the needs of all students. (KCWP 1)	Teachers will collaborate weekly in content area PLCs to review current curriculum to ensure vertical alignment and full coverage of standards across the grade levels. Teachers will also make adjustments to curriculum based on the needs identified by students' current levels of mastery.	Walkthroughs Student Achievement Data Pacing Guides Lesson Planning CASE Benchmark Data	Walkthrough Data PLC Meeting Notes Team Meeting Notes Student Mastery Measurement On Demand Scrimmage	Kepler - \$1900.00

3: Achievement Gap

Goal 3: Increase proficiency of students in the Economically Disadvantaged category from 49.4% to 55.4% in Reading and from 33.7% to 38.7% in Math by spring of 2025, as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Increase proficiency of students in the Economically Disadvantaged category from 21.4% to 25% in Reading and from 17% to 22% in Math by spring of 2022, as measured by state-required academic assessments.	Implement systematic measures to support the current learning culture and environment in order to create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success. (KCWP 6)	Established teams of stakeholders will meet regularly to suggest, create, and implement new protocols and procedures addressing multiple aspects of the current learning culture and environment, including, Multi Tiered Systems of Support, Positive Behavior Intervention Systems, celebrations, and family-school partnership. (Timelines for implementation will be directed by 30-60-90 Day planning.)	Student Achievement Data Behavioral Referral Data Family/School Partnerships	PBIS Rewards Data Second Step/SEL Lesson Plans Positive Behavior Celebration Data Universal Screener Early Warning Tool	PBIS Rewards - \$1900

4: Growth

Goal 4: Decrease the number of students scoring below proficiency from 43.6% to 35.7% in Reading and from 59.3% to 48.5% in Math by 2025 as measured by state-required academic assessments.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 Decrease the number of students scoring below proficiency from 69.6% to 60% in Reading and from 78.4% to 70% in Math by 2022 as measured by state-required academic assessments.	Implement a system to design, align, and deliver support processes in order to monitor data and ensure appropriate academic interventions are taking place to meet the needs of all students. (KCWP 5)	School administrators and counselors will collaborate to monitor the master schedule--specifically to redesign the designated block of time for intervention and enrichment. And implementation of Flexible Fridays to meet the needs of students. Benchmark assessments(iReady & CASE) will be monitored to determine the most effective implementation plan. (Specific timelines will be determined by 30-60-90 Day planning.)	Student assessment data Walkthrough data iReady Benchmark Data CASE benchmark Data	Walkthrough iReady Benchmark CASE Benchmark 30-60-90 Day Plan	

*Approved by Gallatin County Middle School SBDM on December 13, 2021

[Gallatin County Middle School 30-60-90](#)

